

# **SUBMISSION GUIDELINES**

**For**

**Documents Prepared To Standards Adopted By**

**The Commission On Teacher Credentialing**

**FOR PROGRAMS OF**

## **AGRICULTURE SPECIALIST INSTRUCTION CREDENTIAL PROGRAMS**



**Revised December 2006**

**California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814**

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## INTRODUCTION

### **Introductory Statement by the Agriculture Subject Matter Advisory Panel**

The *Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credentials* are designed to provide a basis for instruction and assessment in non-traditional classroom settings, program management, supervision of agricultural experiences, and coordination of Future Farmers of America (FFA) activities to candidates in agriculture teacher preparation programs. These standards provide for depth of knowledge in at least one of the domains of agriculture teacher subject matter preparation. The Agriculture Specialist Instruction Credential prepares and authorizes the holder to establish and maintain FFA chapter affiliations with state and national FFA organizations, and makes the holder's employing local education agency eligible for special state funding to support agricultural education programs.

This edition of *Standards of Quality and Effectiveness for Agriculture Specialist Instruction Credentials* differs in content and organization from the previous edition. The Agriculture Subject Matter Advisory Panel organized the content into three categories of program standards that contain a total of twelve program standards. The first nine standards form Category I: Program Design and Curriculum, and call for clarification of the program's structure and sequence of activities, as well as establishing required components of the program's curriculum content. Category II: Field and Occupational Experiences includes two standards that address requirements for candidates to gain practical experience in both educational and occupational venues in the discipline of agriculture. Category III: Candidate Competence and Performance establishes the scope and parameters for the assessment of candidates to ensure that they have attained a level of competence that merits recommendation for the Agriculture Specialist Instruction Credential. The panel made extensive efforts to incorporate the standards of quality and effectiveness for programs of instruction in agricultural education as identified by the *Strategies Manual for Program Improvement* published by the California Department of Education's Agricultural Education Unit.

The inclusion on this panel of university and K-12 faculty, with additional input from representatives of the Agricultural Education Unit of the California Department of Education, provided assurance that all education sectors were represented and their needs and interests were addressed in the development of these standards. The panel wishes to thank the substantial number of agricultural education experts who contributed both directly and indirectly to these standards.

Each standard is designed to be comprehensive enough to provide general direction for university programs of agriculture education, yet flexible enough to allow and encourage local enrichment. Programs are encouraged to consider alternative options for organizing the curriculum. As long as all required program elements are included, a program will be determined to have met the standards.

## **SUBMISSION GUIDELINES FOR AGRICULTURE SPECIALIST INSTRUCTION DOCUMENTS**

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Agriculture Specialist Instruction Credential Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

### **Submission Information**

#### Important Dates

September 30, 2008    Final date to admit candidates into “old” program.

September 30, 2009    Final date for recommending candidates for the Agriculture Specialist Credential based on completion of the “old” program.

#### Transmittal Documents

Sponsoring agencies should send the Agriculture Specialist Instruction Sponsoring Organization Transmittal letter with the original signatures of the program contacts and chief executive officer along with their proposal(s).

#### Proposal Organization

Program sponsors are encouraged to prepare Agriculture Specialist Instruction proposals in an organized manner, including descriptive tabs whenever possible.

#### Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable.

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective agriculture specialist candidate will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to

do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective providers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments. Some program coordinators have provided Xerox copies of the table of contents of required texts which shows key elements of the standards to be met.

Lines of suitable evidence will vary with each standard.

#### Program Contact

The program contact identified on the Transmittal Cover letter will be informed electronically and by mail as changes occur and as the program review progresses.

#### Preconditions

The Commission has adopted Preconditions for Agriculture Specialist Instruction Credential Programs. These are available in the Agriculture Specialist Instruction Credential Standards Guidelines Manual which can be found on the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov).

#### Common Standards Responses

Responses to the Common Standards should follow this format. Information related to credentialing programs other than those being addressed in the document need not be included in your response.

## **Transmittal Instructions**

Sponsoring agencies are required to submit **three printed copies and one electronic copy** of their proposal(s) to the following address:

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814

Attention:  
Joseph Dear, Coordinator  
Agriculture Specialist Instruction  
Credential Programs